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ABSTRACT

An action research project developed and implemented a program for increasing global skills and awareness of ethnic diversity in the classroom so that students could better understand others. The targeted population at two midwestern sites consisted of middle school sixth graders and high school learning disabled students in social studies classes. Lack of understanding of multicultural groups is documented through teacher-constructed questionnaires, teacher surveys, and tests. Analysis of probable cause data indicated that students and teachers lacked understanding of ethnic diversity and perspective in the classroom due to inadequate teacher training and school support, low tolerance for each other, lack of social skills, and superficial curriculum materials. A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in three major areas of intervention: use of cooperative learning, global understanding, and tolerance. Given the many opportunities to develop a better understanding of global issues, students showed an improved respect for cultural differences in their community and the world. They were able to communicate with each other and had a newfound awareness of geography and the application of its five themes. A comparison of the results of a pretest and a posttest showed an increased number of correct responses. Analysis of posttest results indicated a majority of students had a better understanding of human geography. Direct teaching of map skills, tolerance, and current events is strongly recommended. Contains 3 tables of data and 31 references. Five appendixes contain researchers' letter to the teacher, a sample teacher survey, pretest and posttest advisories, and a global awareness questionnaire. (Author/BT)

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The Global Classroom: A Study in Appreciation, Awareness, and Acceptance of Different Cultures and People in Our Ever Changing World

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

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Abstract

This report describes the implementation of a program for increasing global skills and awareness of ethnic diversity in the classroom. In order to have a better understanding of others. The targeted population consists of sixth. graders and high school, Learning Disability , students in social studies classes. The schools are located in the Midwest suburbs. The lack of understanding of multi-cultural groups are documented through teacher-constructed questionnaires, teacher surveys and tests.

Analysis of probable cause data indicated that students and teachers lack understanding of ethnic diversity and perspective in the classroom. This was due to inadequate teacher training and school support, low tolerance for each other, and lack of social skills, and superficial curriculum materials.

A review of solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in three major areas of intervention: use of cooperative learning, global understanding, and tolerance.

Given the many opportunities to develop a better understanding of global issues, the students had an improved respect for the cultural differences in their community and the world. They were able to communicate with each other and had a newfound awareness of geography and the application of its five themes. A comparison of the results of a pre test and a post test showed an increased number of correct Reponses. Analysis of post test results indicated that a majority of students had a better understanding of human geography. The teacher researchers strongly recommend the direct teaching of map skills, tolerance, and current events.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Targeted middle school sixth graders and special education, secondary, freshman and sophomore students do not exhibit a global perspective; they lack an appreciation, awareness, and acceptance of different cultures and people in our ever changing world. The schools do not have a global curriculum supported by materials and teacher training. Evidence of this lack of a global perspective is shown by students' limited knowledge of the physical, cultural and human aspects of the world we share.

Immediate Problem Context

Site A

School A is located in the northwest suburban area of a large Midwestern city. The children involved all reside in group quarters at a location housing wards of the state, apartments, and middle to upper middle class family owned dwellings. There are two elementary schools and one middle school in the district; School A has an enrollment of 676 students. Approximately 67% of the students are Caucasian. Of the other 33%, five percent are African American, 16% are Hispanic, and 12% are Asian. Thirty-nine percent of the student population speak a second language.

Approximately 25% of the student population are members of low income families who receive public aid. Four percent of these students come from a nearly private and state funded facility which supplies services for children who have been temporarily or

permanently removed from their homes. Seven percent of these students from this facility are limited English proficient.

The staff consists of 112 teachers with 80.7% females and 19.3% males, and of these 98.2% are Caucasian and 1.8% are Hispanic. Teachers have an average of 15.2 years of experience and 58.4% have a Master's degree or above while 41.6% have a Bachelor's degree. The current teacher to student ratio is 17.9:1, and the classrooms have approximately 29 children in each. This ratio also includes staff who are not classroom teachers. Teachers' salaries average $47,881 and administrators' salaries average $85,652. Operating expenditures per pupil are $6,698 (School Report Card, 1997a).

School A has moved to fully implementing the middle school concept. Major components of these concepts include the advisor/advisee program, heterogeneous grouping (except math), introduction of interdisciplinary units, activity period with lunch program, Snowflake - a self-esteem drug awareness program, and teaming. Emphasis is placed on service projects that benefit the school and community through the advisory and various clubs. Field trips and curriculum are closely coordinated. School A is also moving toward more authentic assessment within the curriculum. Language arts, writing, reading and social studies are taught through interdisciplinary units.

School A houses eight special services which include: bilingual/English as a Second Language (ESL), resource, self-contained Behavioral Disordered/ Learning Disabled, State Orphanage Resource, full inclusion and gifted. Part-time aides assist inclusion students in the regular program.

Each school also receives services from several auxiliary personnel which includes the social worker and her staff of two interns, the school psychologists, the school nurse and the speech and language pathologist. Some of these individuals are in the building full-time, and others serve on an itinerant basis also serving other buildings in the district.

The facility which houses School A was built in 1965 and has been remodeled on an as needed basis. The facility is well kept and provides an adequate educational

environment despite classrooms that are considered small. The learning center was not designed to accommodate a large number of computers, but currently there are eight computer work stations. There are two computer labs that are not available to the students every period because they are used for computer classes part of the day.

The central administrative structure is headed by a superintendent who is supported by a staff consisting of an assistant superintendent, whose primary responsibilities are: student services, health services, staff services, special education services, support personnel, clerical aides, substitute teachers, interns, and student teachers; a director of educational services whose primary responsibilities are accreditation, curriculum, instruction, assessment, technology, special programs, gifted, developmental reading, bilingual/ESL and library services; a principal whose primary responsibilities are educational leadership/building management; a director of business services whose primary responsibilities are financial services, transportation, and food services; and a superintendent of buildings and grounds whose primary responsibilities are maintenance and custodial services.

Site B

School B is located in the far northeast suburban area of a large Midwestern city. The students reside in low, lower middle, and upper middle class neighborhoods and come from various cultural backgrounds. This district consists of eight schools with a total of 4,000 students. There are 815 students in school B. Approximately 77% of the students are African American, 11.2% are Hispanic, 9.8% are Caucasian, 2.1% are Asian Pacific. Approximately 65% of the students come from low-income families, and 2.0% come from limited English-proficient homes.

The number of staff members is 239 which includes teachers and administrators. They are 74% female and 26% male. Of those 72% are Caucasian, 25% are African American, 1% Hispanic, and 2% Asian Pacific. Teachers have an average of 14.3 years of teaching experience, 47% hold a Bachelor's degree, and 53% hold a Master's degree and

above. Presently, the student to teacher ratio is 15.8:1. Teachers' salaries average $40,260, and administrators' salaries average $63,794. The operating expenditure per pupil is $6,219 (School Report Card, 1997b).

The teacher population for the eight schools and some 4,000 students is stable, and the buildings are in good shape. There are a number of innovative educational programs in place, including an almost $2 million six-year plan to put the latest technology into every classroom. School B was built in 1951.

School B houses a full staff for special services which include bilingual/English as a Second Language (ESL), resource, self-contained Social Emotional Disabled/Behavioral Disordered (SED/BD), Mildly Mentally Impaired (MMI), LD, and Regular Education Initiative (REI).

Each school also receives services from auxiliary personnel which includes the school psychologist, the social worker, the school nurse, the speech and language pathologist. Some of these individuals are in the building full-time, and others serve on an itinerant basis also serving other buildings.

The central administrative structure is headed by a superintendent, whose primary responsibilities are: student services, staff services, health services, support personnel, clerical aides, and student teachers; a director of special education whose primary responsibilities are special education services, support personnel and coordinating special education programs; a director of educational services whose primary responsibilities are accreditation, curriculum, instruction, assessment, technology, bilingual/ESL, and library services; a principal whose primary responsibilities are educational leadership/building management; a director of business services whose primary responsibilities are financial services, transportation, and food services; and a manager of buildings and grounds whose primary responsibilities are maintenance and custodial services.

Surrounding Community

Community A

The community served by School A has a population of 53,168 and per capita income average of $20,322, and a mean family income is $52,180. The percent of residents listed below the poverty level is 2.7. Households average 2.62 persons and residential housing values average $155,000. Apartments rent for an average of $564 per month.

A government subsidized apartment complex is located within the community and houses the majority of the school district's students who are limited English proficient. Due to the high cost of ESL and Bilingual Education, many of the district's taxpayers look at this situation as being a very difficult financial burden on the district.

Of the district's enrollment, 4.1 percent come from a private and state funded facility that provides housing to children who have been permanently or temporarily removed from their homes and families. Many of these children come into the district with severe emotional and educational issues and require many additional services that are very costly to the district's resources. These children also impact the community as well as the schools in the district.

The School A community encourages full community involvement providing such events as family night, grade level fun nights, teacher-parent organization roller skating parties and multicultural nights. Parents meet with the principal and team leaders to discuss policies and how they impact the students. Parents are encouraged to be a significant and visible part of the school and their child's education.

Community B

School B community has a population of approximately 34,978 people. Per capita income averages $22,600, and the medium family income is $52,506. The percent of the residents listed as below poverty is 7.6% and residential housing values average $63,000.

School B has a major concern with class size and truancy. There are some classes that have over thirty students, and chronic truancy is at 19.1%. Inclusion is another issue of concern within the district. Parents are concerned that the classroom teacher will not be able to spend the necessary time with the "regular" students if he or she has inclusion to deal with.

There are several housing situations within the community of School B. There is government subsidized housing for those families who meet certain requirements. The average rent is $485.00. The equalized assessed value of homes in the area in 1984 was $60,000, and in 1996 it was $157,000. There has been strong growth in the community with an active PTO, but there are some concerns for single mothers with regard to their education and ability to support their families and apathy when their children reach high school.

Regional and National Context of Problem

When addressing the lack of appreciation, awareness, and acceptance of different cultures and people, we must look at our complex world. There is an ever increasing number of people who have different needs, wants, beliefs, language, and education. It is a difficult problem to educate people both in a scholastic way and in a humanistic manner where mutual respect for their fellow man can be had by all. First in a more regional context, neighborhoods and neighborhood schools are no longer necessarily drawn along lines of economics, race or religion as once was the case. Today, children are often in schools that are a mix of rich and poor; African-Americans, Asian-Americans, Hispanics, and Caucasians; Christians, Jews, and Muslims. Getting along usually becomes a major problem, wherever it happens, if the population has not been educated to accept, understand, and appreciate diversity. Global education is one of the solutions to the problem because the world has become so complex.

Secondly on a national and international level, when teachers use various approaches to help students understand life in other countries, two key elements are often

missing. They are the unifying themes of appreciation and acceptance of differences, the heart and soul of globalism. As much as we focus on issues and the role of the United States as an influence on other nations and the world as a whole, our students lack awareness, understanding and acceptance of diversity. Very often students will consider something "stupid" or "weird" by virtue of the fact that it deals with a different culture or nation.

The impetus for becoming "more global" stems from a variety of sources. New technologies have brought far away places and ideas a moment away. Specifically, the competitive (and even more argumentative) nature of United States-Japanese relations has made American companies and educators re-evaluate the American worker, technology, and student preparation for the job market. Issues of conservation of resources, arms control, pollution, global warming, and population growth have brought the realization that these problems are not just within our borders. They are problems of our interrelated world whose solution only can come from meaningful dialogue and understanding between nations. Even within our own nation, increasing ethnic diversity pleads the case for global education.

The push for global education comes from two sources. First, much research has been compiled regarding students ineptitude in geography and world affairs. These surveys indicate a desperate need for global education. It is commonly known that many students cannot locate particular states or nations or define socialism or communism and the nations that have each of these policies. It was not until recently that world history has been pushed back into the curriculum as a result of these abysmal survey findings. What is even more frightening though, is the fact the students do not necessarily realize that one aspect of their education, "global literacy," has been omitted (Hall, 1990).

The other major force behind global education has come from business and government leaders. They have finally realized that the United States cannot stand alone. At the National Governors Association meeting in December of 19987, a global

perspective was called a "key to prosperity" (Becker, 1998). From the time of Post World War II, the United States has always considered itself superior to all nations in every way - politically, socially, and economically. Rarely was a thought ever given to the global implications of the nation's actions. Whether it was a political decision on a treaty or an economic one on tariffs and taxes, the United States made the determinations strictly on the basis of her own immediate needs. The role of the United States has changed dramatically since that time. With the disintegration of the Soviet Union, our constant battle against communism has withered. Japan and some Western European countries are outdistancing the United States economically, and some would even argue socially with the advent of social welfare programs and national healthcare plans (Becker, 1988). The United States no longer has the political or economical influence to determine the course of world events as it once had. Too much debt and inefficiency in the economy, too many scandals and inefficiency in the government have pushed the "King" off the hill. To this end, globalists believe the United States must get rid of its "national ethnocentrism" of holding onto past glories and consider nations as "common partners" in an interdependent world (Ostar, 1988).

In its defense, the United States is not unique in its ethnocentrism. Most sociologists would agree the "ethnocentrism is the natural condition of mankind" (Howard, 1982). This lack of awareness and acceptance of others is not just an American problem. All nations face this in some way. Whether it is the cultural isolation of the Japanese, race relations of the Republic of South Africa, or the religious conflicts in the Middle East, feeling superior is not just an all-American vice. So too, even global education is not strictly an American curriculum. The problems of understanding, acceptance, and diversity are so worldwide that the United Nations has been involved since 1953 in the UNESCO Associated School Project in which schools teach international cooperation and understanding through comparative and historical studies of nations. There are approximately 1600 schools in over 81 nations involved in this program

(Glissant, 1983). The major goals or topics of the project include: "world problems" and "the United Nations' role in solving them", "human rights", "study of other countries and cultures", and "man and his environment" (Glissant, 1983). While we believe that the Associated Schools Project is a valiant effort to provide a world-wide school curriculum, we would have to argue that the United Nation's role prevents a true global perspective. Its emphasis is on certain topics such as human rights, are not necessarily a part of the mainstream of global education. Also, its lack of a definitive curriculum allows for too much variety. Most globalists do agree, though, that the resulting communication from the Associated Schools Project and other such projects can only lead to more global understanding (Glissant, 1983).

Lee Anderson (1990) best sums up the importance of a global environment when he stated:

> To globalize American education is to expand opportunities to learn about the world beyond the borders of the United States, and to learn about American society's relationship to and place in the larger world system. Finally it means helping American students to see things from the perspective of the peoples of the world (p. 14).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

This section examines the types of evidence that the researchers collected to document the problem of the lack of an appreciation, awareness, and an acceptance of different cultures and people in our ever changing world. The researchers used teachers' surveys, an abridged geography test, a global awareness questionnaire, and teacher observations.

Teacher's Survey

To document the need for a global perspective in the education of middle and high school students, teachers in each of the buildings were asked to complete a survey about school policies, staffing, encouragement, and instruction of the schools' culturally diverse student population. It is important to know what educators are feeling and doing about the students that are in their individual classes.

A letter to colleagues (Appendix A) and teacher surveys (Appendix B) regarding teachers' perceptions of curriculum, instruction, school policies, and special encouragement of students' needs for a global climate were distributed. The first 3 questions focused on curriculum; questions 4 through 9 looked at the way teachers perceived instruction. Questions 10 to 15 examined school policies, and 16 through 20 dealt with the staffs and administrators' ability to offer special encouragement. Analysis of the surveys completed by twenty teachers from each site revealed the need to improve the following areas.

Responses to the teachers' survey at Site A revealed the need for global education through the development of curriculum and more inservice. Only 33% of the teachers surveyed responded positively when asked if their school integrated multicultural education and the study and history of ethnic diversity although all stated that the library contained books about people of all races and religions. Seventy-six percent of the teachers surveyed thought the staff made some effort to instruct students in a way that will move toward a global education, but 54% of those stated only "sometimes." Although 42% responded that school policies were written to accommodate the needs of their cultural diverse population, 85% of the teachers said the school board did not have any members that reflected the diversity of the student population. Responses also showed that the parent teacher organization was not representative of the cultural diversity of the students nor had multicultural education as a goal.

Responses to the teachers' survey at Site B revealed the need for improving teacher and parental involvement in multicultural educational concerns. There were 63% of the teachers surveyed who responded positively when asked if multicultural education was a part of the school's curriculum goals. There was an unanimous, 100%, agreement the school library included books of ethnic diversity. Only 34% could agree on instruction of cultures and engaging all students in activities in the classroom. The instructional areas of the survey indicated that teachers are not adequately trained nor have sufficient inservice programs to improve their attitudes, expectations, and interactions with their students. Seventy-five percent responded positively on a clear mission statement and philosophy in the school, and 70% of the teachers felt the ethnic composition of the school board reflected that of the school's student population. Only 15% felt the school's parent organization worked with multicultural educational goals in mind. Responses showed 85% of students were encouraged to participate in extracurricular activities creating an atmosphere where all students can participate in activities regardless of their ethnic or cultural backgrounds.

Student Abridged Geography Test

At second important item of baseline documentation was the administering of a pre test about the geographical, physical, and human geography skills that students possess. During the first week of the school year, the students in two middle school social studies classes and two high school social studies classes were given a part of the National Council for Geographic Education Competency Based Geography Test on the Intermediate Level I, II, III.

Figures I, II, III for Sites A and B

- Students seemed to get similar number of questions wrong, but a different number of questions for each site.
- Human Geography Skills, (figure 3), had the most discrepancies.
- The sixth grade regular education students at Site A performed at almost the same level as the learning disabled high school students at Site B.

Figure 1.

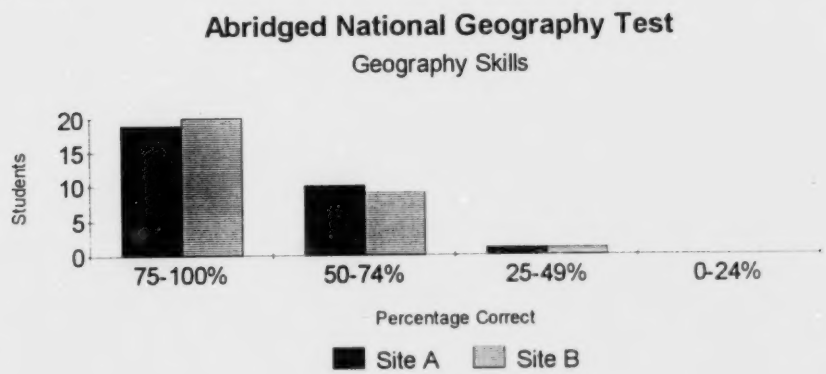

Figure 1. Result of 30 students participating in an abridged version of the National Council for Geographic Education Competency Based Geography Test on the Intermediate Level I, II, III.

From the test results, the students at both sites knew how to read and interpret graphs and city, state and transportation maps (Appendix C) from the Geography Skills

pre test. Several sample questions and scores follow each figure. The students at Site A scored 97% on question 1, and the students at Site B scored 93% that involved knowing the direction Bob, who lives at Point Y, must travel to visit John, who lives at Point X. On the transportation map, the students at Sites A and B scored 97%. This map showed different scales of miles ranging from 1 to 100 miles and asked for the largest area. They had no difficulty with this task. Fifty-seven percent of the students at Site A could not correctly answer question 12 which dealt with the amount of rainfall for one year, while 50% of the students at Site B had the same problem. Students at both sites could not use the information about precipitation to determine yearly rainfall.

Figure 2.

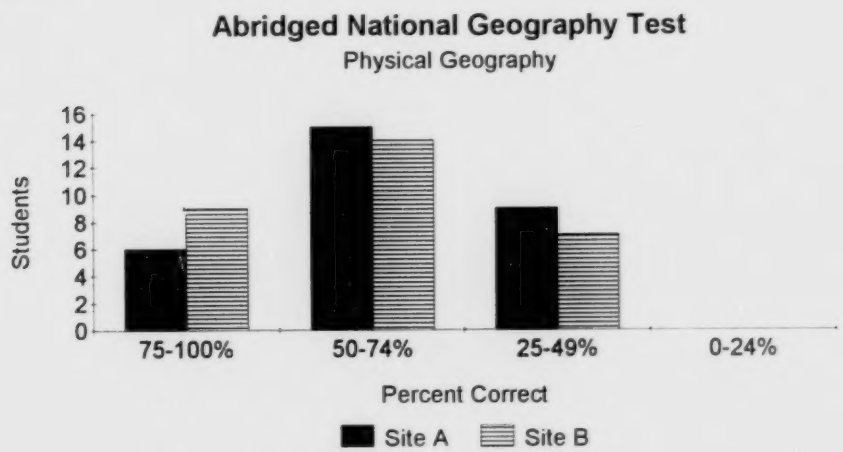

Figure 2 Results of 30 students participating in an abridged version of the National Council for Geographic Education Competency Based Geography Test on the Intermediate Level I, II, III.

The students knew that there were long, hot summers in the southern region when seen on a United States map. On a map of the northern hemisphere, an average of 80% of all students tested knew they lived on the continent of North America. Eighty-seven

percent of the learning disabled high schoolers could identify where the Rocky Mountains were located. Only 63% of the sixth graders could do the same. When asked which way a current would carry a stick down a river, only 3% of the students at Site A could track the stick. At Site B, 27% were successful when asked the same question.

Figure 3.

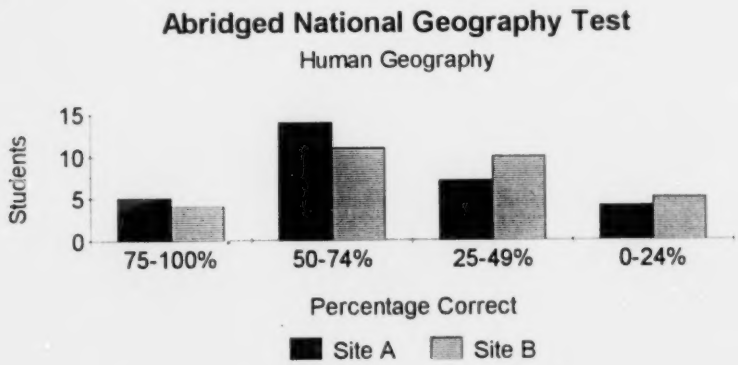

Figure 3. Results of 30 students participating in an abridged version of the National Council for Geographic Education Competency Based Geography Test on the Intermediate Level I, II, III.

Students at Sites A and B had difficulty showing relationships about location on city and regional maps. These findings come from the Human Geography Skills pre test. The students at both sites scored a combination of 74% on question 1 dealing with decision making. The students were asked to decide where a gas station would attract the most business. The answers to question 3 showed the biggest discrepancy among all questions in this section. Seventy percent of students at Site A answered this question successfully while only 40% at Site B knew the answer. The question asked where would pollution from cars likely be the greatest. This information about the students' geographic knowledge was considered to be the researchers' baseline scores. Students at both sites

exhibited uneven knowledge in the geographic skills tested. At the end of the research project, students would be retested and evaluated using the complete National Council for Geographic Education Competency Based Geography Test on the Intermediate Level I, II, III. (Appendix D) This test will allow researchers to evaluate the plan that was to instruct students in the fields of geography skills, physical geography, and human geography. This test has not been normed by publishers.

Global Awareness Questionnaire

The students were given an attitudinal questionnaire on global awareness. (Appendix E) They were asked to evaluate their feelings by reacting to 10 statements by circling a number from 1 to 5. On a continuum, 1 meant that the students strongly agreed with the statement, and a 2 was given by the students when they somewhat agreed. At the other end of the continuum, a 5 was given by the students when they strongly disagreed while a 4 showed that the students somewhat disagreed. A 3 indicated that the students had no feelings one way or another about the statements. The students were also asked to answer questions based on their travel experiences and informational acquisitions.

The majority of the students attending school at Site A expressed similar feelings on statements 5, 7, and 8. Sixty-seven percent of the students felt that people from different cultures made the United States a better place to live. When asked to respond to the statement, "War is sometimes the best policy", 83% stated that they disagreed in varying degrees. Eighty percent felt that it was important to know about other countries and what was going on in the world as stated in question 8. Sixty percent of the students circled 3 for statements 4, 6, and 10 indicating that they had no feelings on these issues. These statements dealt with the United Nations and its control, giving money to foreign countries and then experiencing difficulties with them, and the responsible of the world in solving the energy crisis.

The issues of travel and accessing information were the last parts to Global Questionnaire I. Every student from Site A has traveled within the United States and 57%

had traveled outside the country. All students at this site used television to get information while only 40% used the Internet. Site A has only limited access availability so this could explain the relatively small percent. After television, students relied on parents, teachers, and the radio for the majority of their information. One-half of all students read the newspaper and asked friends for information.

The students at Site B generally responded with strongly agreeing to statements that involved an appreciation of cultures and knowing about other countries for more global awareness. They strongly disagreed to the statement that implied that they could not make a difference in the world. Sixty-three percent of the students at Site B agreed to the statement for number 8. It asked them if they thought it was important to know about other countries and what is going on in the world. They answered similarly to questions 1, 3, and 10 which lead the researchers to believe that the students did not see these issues in a problematic way.

The issues on travel showed that the students at Site B had all traveled in the United States with their families or alone. Eighty per cent of the students had traveled to other states and 50% of the students had been out of the U.S. The majority of students, 94%, got their information about the world from television and 80% through reading newspapers, and 53% got their information from computers. There were 63% that said teachers had given them information and magazines, friends, parents, radio, and relatives also were mentioned.

The researchers found that students differed in their attitudes about problematic issues. Students at Site A had no feelings about questions 4 and 6 that dealt with the United Nations and the rights of people and the disbursement of money to foreign countries and how they in turn treated the United States. Students at Site B had little regard for question 1 and 3 which dealt with exporting American products and solving world problems respectively. Students at both sites felt that question 10 meant little to them. This question dealt with the need to have other countries help solve the energy

crisis. When looking at these five questions, it is obvious to the researchers that students do not look at the problems of the world from a positive global perspective.

Teachers' Observations

Researchers at Sites A and B observed the need to teach students to be more tolerant of others. Students at both sites were heard using racial slurs and seen purposely separating themselves from others who do not share similar ethnic customs or racial backgrounds. This was especially prevalent during unstructured times.

Students' geography skills were very limited. It was observed that many students did not know on what continent they lived or where the Great Lakes were located. A majority of students at both sites could not name or locate the four oceans or the seven continents of the world. Most students could not use an atlas to locate a given country and to name the country's location on the correct continent.

Many students could not see the value of current events or how new items could affect their lives. Few read magazines or newspapers. Students at Sites A and B got most of their information mainly from television. Both researchers provide *Time for Kids* magazine to their students. For the most part, students seem to enjoy reading the most current issue each week. For a large number of students, this is their only contact with written news stories.

Probable Site Based Causes

Students in the two schools have not participated in curriculum richly enhanced with a global perspective. They have not examined issues from various points of view. Up until now, it has been the responsibility of the social studies teachers to explore current events and their ramifications, social issues, ethnic diversity and cultures as well as history and geography. Teachers' lack the knowledge of incorporating information to their students about various cultures. They also do not have the time to learn about the many faceted backgrounds of their students.

There has been a lack of cross-cultural involvement by the students due to lack of respect and knowledge of diverse ideas, values and practices. Students congregate along racial and ethnic lines especially during lunch and passing periods. Given the chance, students will practice segregation in the classroom. An example of this is seen when seats are not assigned or teachers allow students to chose their own co-operative groups.

Student often exhibit a lack of understanding when dealing with opinion and perspective. They sometimes show their bias when situations do not have immediate or direct meaning to them, or people are culturally or ethnically different from them. Students at Site B were not interested in discussing the death of Princess Diana because they could not relate to her. They lacked understanding of her involvement in trying to eliminate landmines and promoting AIDS awareness. The students did not see the relevance of her endeavors to help others as they should have because of their bias.

Students are exposed to textbooks that do not reflect their cultural background. Minorities are not always depicted in pictures or story lines. Building self-esteem among the culturally diverse students is difficult because printed materials including textbooks and newspapers do not reflect the positive contributions often made by the different groups in our society. Textbooks do not often foster intergroup relations, make learning interesting, and encourage inclusion of minority content.

Schools at Sites A and B are not structured for equity for all the different groups. There is a lack of congruence between the schools, students, and parents. At Site A, neither the school board, staff, nor the parent organization reflect the diversity of the student body. Site B has representation of diverse cultures in their school board, staff, and parent teacher organization. Even with this representation, there is still much apathy among parents' involvement in their children's education. Only 5 parents of the researcher's 75 students came to the school's Open House.

Probable Causes from the Literature

The literature suggests that social studies programs frequently fail to help students to understand the connections that link people around the world (Hendrix, 1998). Most textbooks do not contain links to ethnic diversity or make connections to show how people are similar. Social studies textbooks often teach geographic skills in isolation. Flaim and Chiodo (1994) state that geography is not just maps and globes but should be a subject woven into many aspects of the curriculum.

Teachers often misconstrue the idea of a global classroom by using "superficial" curriculum materials. Curriculum materials purporting to promote global understanding often adopt a food - costumes - customs approach to other cultures which are superficial features of their life-styles. Exposing students to ethnic dishes and strange holiday practices is unlikely to promote an enlightened perspective on the lives and concerns of people in these "foreign" cultures. Students disengage learning when the curriculum does not reflect what they know and what they value (Zachariah, 1993). It is no wonder that students lack respect for each other when they are exposed to so little.

Because of the "deep structure of schooling" and the lack of know-how by teachers, the implementation of a global education has met with apathy by some. There are many difficulties involved in changing the curriculum of our schools so that it includes a needed global perspective. Such difficulties arise both from the controversial nature of global education and from the fact that there is "deep structure of schooling" (common characteristics supported by society) so powerful that it almost defies change (Tye, 1991). Nearly all teachers in Tye's sample felt that global education was important and that all students should be exposed to it, but only 52% who responded to his end-of-project questionnaire indicated that they had been involved actively. From the interview, he determined that nonparticipation occurred for a variety of reasons. Most teachers indicated simply that they were too busy with other things.

The issues of racism and cultural diversity in the U.S. is a human problem, a struggle we are all in together. They cannot be solved by any one group (Howard, 1984.) Students are exposed to the problems of racism and cultural diversity in integrated schools throughout this country. It is a problem that must be addressed by students, teachers, administrators, and families.

Critical Terms and Definitions

Various theories and definitions exist as to what global education should and should not be. James Becker, one of the leaders in global education, defines it as a way to "view the Earth and its inhabitants as interacting and interdependent. It recognizes that nations and peoples are closely linked in a variety of ways including through religion, science, ethnic heritage, trade, communication system, and transnational organizations" (Becker, 1988, p. 4). Some might argue that "going global" would simply mean to increase the amount of information given on the Third World, an area often neglected in social studies, or concentrate solely on global issues or themes such as "interdependence, conflict, communication, and change" (Crum, 1982). But these seem too imbalance. Global education strives to create links not divisions. Global issues without historical or at the very least a comparative background would seem disjointed at best.

Researcher Glen Blankenship in his study on classroom climate, global knowledge, global attitudes, and political attitudes used the National Council of Social Studies 1979 Curriculum Guideline to help in defining his global terminology. The guideline suggests the "the purpose of social studies is to prepare students to be rational, human, participating citizens in a world that is increasingly interdependent" (Blankenship, 1990). Using this definition, one would imagine that social studies should include information on current issues and conditions through which students can practice decision-making in the classroom. This would start them on the road to citizenship to ultimately enable them to understand their unique role as citizens of an interdependent world.

In the January, 1982 edition of Social Education, the National Council of Social Studies gave its position statement on global education. The council described it as "efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and their planet" (Meyer, 1989). Meyer also cites the definition given by Doni Kobus in the article, "The Developing Field of Global Education: A Review of the Literature." Kobus states that global education "implies dealing with affective content and stresses student competencies which incorporate essential knowledge, skills, and attitudes" (Kobus, as cited in Meyer, 1989, p. 32). This is unique in that it deals with the affective realm. Kobus' description is the first one these researchers have come across that deal with the feelings and emotions on becoming interdependent, more global minded and aware instead of the more narrow and nationalistic view that is the norm in social studies.

Finally, another major leader in the field of global education, William Kniep, believes that global education should "prepare kids to live in a rapidly changing society....a world increasingly filled with pluralism, interdependence, and change." He goes on to write that it should include not only "knowledge of other cultures, but also attitudes for living interdependently" (Kneip, 1985, p.17).

The researchers' definition of global education combines the best of Becker and Kneip. These researchers view globalism as the idea the world is interdependent and interacting and that one must have a knowledge of past and present world conditions to make global decisions on global issues.

As can be seen from the summary of the research done on a global education:

1. Students lack a global perspective of the world.
2. There is a lack of cross cultural involvement by students.
3. Students exhibit a lack of understanding of opinion, perspective, and current events.
4. There is evidence that the curriculum lacks geography instruction that is

meaningful.

5. There is evidence that teachers lack the knowledge to teach about various cultures.
6. Teachers, school boards, and parent organizations do not mirror the diversity of the student population.
7. Teachers lack the knowledge and inservice training needed to teach in a more global way.
8. Prejudices between students exist openly in schools.

Hence, global education is the process by which students will develop awareness, appreciation, and acceptance of their world and its people.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The research findings on the effects of a global classroom provide strong evidence to suggest it is time for schools to intervene and address these issues. Probable causes for the need for a more global classroom have been identified with lack of cultural tolerance, lack of geographical skills, and limited cross-cultural involvement by students. Teachers lack the knowledge and inservice training to be successful with the ever changing curriculum and diverse school population.

Key Concepts

Through research, the teacher-researchers have come across a variety of areas that educators believe are vital to the global perspective. The key concepts that students must be aware of, accept, and appreciate include: diversity, perspective, citizenship, "current world conditions", and interdependence (Kneip, 1985).

The first main idea, diversity, would include the idea that students should realize there are differences among people whether they be political, social, economic, or religious. Most global educators agree that the variety should be explored and enjoyed. No demands for conformity should be made if students accept and appreciate diversity. The differences among people provide the unique threads for the tapestry that is our world. An appreciation and acceptance of diversity could be used as a stepping stone to an ending of stereotypes, discrimination, and even possibly racial violence if fostered correctly. Hence, an even-handed and open approach should be taken by the teacher and fostered by the student.

In relation to perspective, students should acknowledge that issues or decisions "look" differently to different people. Depending on one's background and outside influences (like the government and even the journalism that brings the news), stories about an event and its impact can look like opposite sides of the spectrum. "Competing and sometimes contradictory views from different vantage points" will come out because the writer's perspective is different (Domingo, 1989). Similar to diversity, students must accept and appreciate that their view or opinion is not the only "correct" one. In the classroom, this can be one of the most difficult values to foster. In the increasing amount of disrespect today, the lack of concern for others is evident in that students do not necessarily care if others even have a viewpoint. The media does not do a good job of fostering this value either by showing that force and violence will get the opinion across. Stubbornness and a lack of cooperation is almost revered. It is not that one would want to see students with watered down opinions; they must stand for something, but the lack of respect of another's view is incredibly strong in students today. It is not necessarily known where else this comes from except possibly a dilution of the "me generation." Globalism is trying to change this so people will consider themselves to be part of a "we generation."

The next topic, citizenship, can be defined in variety of ways. Blankenship once again cites the National Council of Social Studies as a source for defining citizenship. The Council describes it as an "individual's relationship with formal institutions and processes of government at the local, state, and national levels" (Blankenship, 1990, p. 364). However, this definition is not only lacking an acknowledgement of how interconnected our world is but provides no real applications for its use. Others would argue that citizenship is simply "public awareness" for "public decisions" (McConaghy, 1990). Researchers believe students need to realize that they can make an impact on government decision-making locally as well as nationally and internationally. By starting

small, for instance, in the school's student council, a "fire" can be started on issues of recycling or a referendum for school expansion for example. The students can then be shown how this will make an impact on the local economy and environment. This can then be expanded on a world-wide scale. Most students lack this 'hire" unless the issue has an immediate impact on their everyday lives. This is another key area that needs to be dealt with in the global classroom.

The fourth main concept in global education is current world conditions. This is the current events department in the global curriculum. It is an awareness of one's own nation, its history and people, as well as the world-wide conditions and issues facing mankind. To obtain this knowledge, one must have an appreciation for the historical, political, and cultural background of an area. This knowledge would then help the students understand the issues or conditions the nation faces. Harlan Cleveland, historian, argues that a feel for "world affairs is a requirement for U.S. citizenship" (Becker, 1998b, p. 11) One cannot view current events in a "vacuum". To make educated decisions, full information is mandatory. The teacher-researchers find that students do not realize the impact of past actions or attitudes on the present and/or the future.

Lastly, the term interdependence relates to the knowledge of how connected the United States is with all other nations. It includes an acceptance of the fact that the United States is simply one actor in a large play and the decisions made cannot be made in isolation. Decisions must be made with the United States' interests coming in a close second to the world's interest. The United States should consider others "not as aliens but common partners" (Ostar, 1988, pp. 460-1). Examples like the Alaskan oil spill and its affect on the Japanese fishing industry come to mind. The need for students to see events on parallel timelines as a basis of comparison and knowledge of action and reaction are keys to this part of the global perspective.

Infuse the Curriculum with a Global Perspective

In addressing the issue of "infusing" the curriculum with a global perspective, as in the past, infusion has been the most common approach for several reasons:

1. Infusion broadens the responsibility among the faculty for helping students to think about global issues in all disciplines, not just in social studies (O'Neil, 1989).
2. Separate courses on global education run the risk of "ghettoizing" global education; infusion works best because students are exposed to issues in several contexts (Gay, 1983).
3. Separation of global education from the rest of the curriculum may lead to the perception that the issues raised in global education classes are the "pet concerns" of a few instructors (Rothenberg, 1988).

Content in Global Education

An area of debate has been over what content to include in a global education program. In the past, significant questions about the substance of global education have not been addressed in the global education literature. Because of this omission, policymakers have been asked to adopt programs for which there are no substantive description. Kneip (1986) has argued that the structure of global education should include four components that are derived from present and historical realities.

Component #1: The Study of Human and Universal Values

Human values encompass the attitudes and beliefs that are shaped by our experiences. Although many of our values are personal, we develop and share others in ethnic, national, and religious groups. Global education must provide students with the opportunity to understand human values that are larger than group identity. We must understand universal values. Thus global education must be proactive and include

learning experiences that advocate the adoption of human values conducive to a sense of justice and equality for all human beings.

Component #2: The Study Of Global Systens

In today's society, we have linkages with people throughom the world. Developments in science and technology have made this interdependence possible. To help students understand the nature of this interdependence, global education programs must provide them with opportunities to study various interacting global systems --- economic, political, ecological, and technical --- to see the similar characteristics among those systems. Ultimately, such study should help students see how they are affected by the global systems and how they can develop strategies to live within them.

Component #3: The Study of Global Issues and Problems

In global education programs, students need to engage in discussions and projects about the causes, effects, and solutions to global issues and problems, which according to Kniep (1986) share five characteristics: (1) the issues and problems are transnational; (2) the problems cannot be solved by one state alone; (3) conflict is inherent in the problems; (4) the problems and issues have developed over many years and are likely to persist in some form in the future; and (5) the problems are linked to one another. A global education program should allow students to understand their roles in developing solutions to the issues and problems. They must be given opportunities to grapple with general categories of content, such as peace and security issues, developmental issues, and human rights issues.

Component #4: The Study of Global History

In light of the fact that these four components need to be included in any global education program, global educators have their work cut out for them, particularly in the areas of teacher education and inservice programs.

Teacher Education

Whether schools add global education courses to the curriculum or infuse global perspectives into it, teachers must learn to examine and understand complex global issues (Benett, Niggle, and Stage 1989). If future teachers are to teach with confidence from a global perspective, their general education programs must provide inservice programs to help them understand the connections between physiological, biological, ecological, social, and other worldwide systems.

Noted by Gilliom (1993), "the majority of in-service education programs do little to provide teachers with the knowledge or motivation to teach from a global perspective." (p. 40). Inservice learning experiences must be designed to heighten understanding of the evolution of the universal human values and unique world views, the historical development of modem global systems, and the previous conditions and causes of today's global issues.

Global education inservice programs must also allow teachers to explore their own attitudes and beliefs. Because global perspectives grow out of tolerance and appreciation of diverse human values, globally oriented educators must be willing to support the idea of working with diverse human beings.

Robert Hanvey's Five Dimensions of Global Education

While there are many parts to global education, there is almost universal agreement by the experts that Robert Hanvey's list of the "Five Dimensions of Global Education" are the most clear, concise, and complete compilation of what global education should be. His five dimensions include: Perspective Consciousness, State of the Planet Awareness, Cross Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. A brief description of the five dimensions follows.

In Perspective Consciousness, Hanvey believes that students should be able to understand the difference between opinion and perspective. This should be accomplished

through values clarification exercises so students understand that their views on issues such as the solutions to pollution or poverty are not necessarily shared by everyone in their classroom, school, community, state, or nation (Hanvey, 1982). Possible activities might include upper level students analyzing a cartoon on homelessness to figure out the view of the cartoonist (Anderson, 1982). For elementary school students, to understand perspective better, they could be asked to look at a globe and then draw their own version of it. This could be used as a basis of comparison for discussing how different people view the world (Anderson, 1982).

Next, the State of the Planet Awareness is best described as the current events section of his five dimensions. Hanvey notes that even in today's modem age, we can be limited by political ideology and bias (Hanvey, 1982). One can just look in any daily newspaper to see discrimination not only on a national basis, but even in the smaller towns of our nation indicating a strong need for awareness and openness. In this section, Hanvey suggests the use of technology so students may obtain as much information as possible. He does indicate caution must be used. Technology is not a cure-all to increase awareness as the amount of data and skills necessary to access it all are often not available. Possible activities for this section might include having students answer the question "If your town of 100 people is a microcosm of the world, what would it be like?" (Anderson, p. 169) Through research, students can get a very personalized view of the world, which would inevitably accentuate their awareness and appreciation. Another activity would be to have students make informational signs for multi-national corporations so they can get a feel for language and cultural barriers (Anderson, 1982). This can be used to try to bring even the most basic ideas like "No Parking" or "Please Wait To Be Seated" to fit into a global context so that all can understand.

The third piece to Hanvey's Five Dimensions is Cross Cultural Awareness. This is to be used to show how different events are viewed by different nations, groups, and

people. While very similar to Perspective Consciousness, its goal is to make the "strangeness of their ways become less strange (Hanvey, p. 165). Charlotte Anderson, noted global educator, expands on Hanvey's view by defining it in three dimensions. The first is to "perceive and participate in one's own culture from a global perspective" (Anderson, 1982, p. 171). The second is to "know the various cultures and perspectives" and to relate them to themes (p. 171). Finally, students should "perceive humans as a single species that spans the gli~be and enjoys a wide variety of cultural experiences" (p. 171). Examples of how to use this in the classroom include having the students take a local community profile or census and compare themselves with world statistics (Anderson, 1982).

The fourth section of Knowledge of Global Dynamics refers to the interdependence of the world. The "world system" or "linkages" are keys to this section (Anderson, 1982). Classroom activities could involve the analysis of student links such as ancestral ties, foreign artifacts, and cultural habits like celebrating independence (Anderson, 1982). One could survey the class to determine the ethnic background or migration pattern and chart it or map it to show how interconnected Americans are to people all over the world. Other topics to cover could include the effect of political decisions like the break up of the Soviet Union on United States foreign aid and military spending.

In the last dimension, Awareness of Human Choice, Hanvey wishes to broaden the awareness of students and show the impact on everyday decisions made by everyday citizens (Hanvey, 1982). In this section, diagrams are used for classroom application so students can see the path of a decision. These include the “Decision Tree" for responsible decisions from the classroom to the world. The "Routes to International Participation Diagram" can also be used to show students how to go about solving a problem and where to turn for information and assistance in the students' cause (Anderson, 1982).

James Becker's Nine Skills/Objectives for Global Education

In addition to Hanvey's 5 dimensions, James Becker in "Global Education: An Overview" delineates 9 new skills nesessary to focus on in the global curriculum. They include:

1. identify, analyze and understand major historical events that have influence globalization of human culture.
2. comprehend long-term global trends such as population growth, economic development, the patterns of resource use, the dispersion of nuclear weapons, and the possible consequences of these trends for themselves and others.
3. identify in different societies and historical settings, common human problems.
4. recognize in other cultures the needs, behaviors, life experiences, and existential.
   concerns common to all.
5. identify technologies, institutions, languages, and beliefs that link people in many regions of the world.
6. identify the ways in which community and state are involved in the transnational.
   flow of goods, services, information, and people.
7. reflect on the possible consequences for self and others of different world views.
8. perceive that different lifestyles have different impacts on the earth's biosphere.
9. identify alternative choices facing public policy-makers, to reflect upon the possible consequences of alternative choices, and to lend support to policy alternatives that seem most appropriate (Becker, 1988a, p. 5).

Both Hanvey's "Dimensions" and Becker's "Skills" question or challenge the usual social studies curriculum.

Becker, Hanvey and Kniep have similar ideas on global education and the global perspective of students. The three experts believe that students should be informed and concerned about global issues. Global education should introduce students to strategies, skills and dimensional issues for participation and involvement in local, national and international affairs. All three offer approaches for teachers to follow in their global education lessons in the classroom. Students should be offered materials that will enable them to be well informed and promote decision-making for solutions and consequences to global problems involving universal issues. These authors believe that global education involves learning about problems and issues that cut across national boundaries and about the interconnectedness of systems - ecological, cultural, economic and technological. They believe that global education teaches a realization that while individuals' and groups' life experiences may view ideas differently, they have common needs and wants. They realize that there are common "linkages and interdependence" that we can learn from the past and present of the many regions of the world. Kneip, being the most recently published, added science and technology as well as religious issues to his global educational theory.

Challenges to Global Education Theory

At this juncture, global education might seem to be a panacea to solve some of America's most pressing economic and cultural ills. However, global education has not gotten the support one might think it would. Critics of global education theory come from a variety of areas. Some argue that the basic assumptions of schools concerning progress, technology, competition versus cooperation, and the virtual role of schools in developing such a perceptive is challenged by many educators. Critics in the political realm question the usefulness and dangers of"global knowledge" and the possibility for losing our "American heritage." From the research sector, a variety of barriers to global

education have been identified including teachers, schools, and students. The following is an explanation and response to these assumptions, challenges, criticisms, and barriers.

Assumptions

Some of the basic assumptions challenged by global education include whether "change is growth and growth is progress ....., as well as the importance of technology, materialism, pragmatism, and individualism" (Becker, 1988a, p.6). The last major assumption that is challenged is whether it is the "schools' functions are mainly to socialize children and youth in these principles (Becker, 1988a, p.6).

In response to the challenges, one would speculate that if it is the school's job to incorporate these assumptions, then global education would be at odds with all of these ideals. In accordance with a global perspective, expansionism is not always progress if one steps on another to grow. Materialism and the "grab" for scarce resources is not done with the needs of the whole world in mind and can only hurt the environment. Most importantly, individualism is not as valuable as interdependence. The last is the cornerstone of global education (Becker, 1988a, p. 7).

Other Questions and Criticisms

Critics have many philosophical questions for global educators. First, will global education "undermine national loyalties" (Becker, 1988a, p. 7). Will the United States lose its patriotism and nationalistic spirit if its citizens are taught that interdependence, understanding, and awareness of differences is a positive ideal? Will students become "ignorant about their own history, culture, and traditions by studying other nation's history and culture?" (Becker, 1988a, p. 5). Will it endanger national security by "blurting boundaries between nations?" (Metzger, 1988, p. 13).

The answer to these questions from these researchers is a resounding "NO". The researchers have no intention of "bashing" the United States to make another nation look

better. Objectivity and giving all sides of the story are keys to quality education regardless of the subject matter. The researchers do not believe that patriotism is diametrically opposed to interdependence unless one teaches it as ultimate superiority instead of pride. The researchers believe that students will probably understand and appreciate the United States more if they can see it in its true context ... global. The last question of endangering national security is ridiculous to the researchers. Cooperating and understanding can only make our world safer and more peaceful. When we as a nation do not sit down and talk out problems and conflicts with others, then we will have more problems that just "blurred boundaries."

More practical questions deal with who should be taught globally. Should all people understand their world or only the elite who will be making the governmental decisions? Because global education will be taught in the United States, will there inevitably be a "United States slant" to it? What values are implied by the various conceptions of global education? (Becker, 1988a). Are the values taught in our schools the same as global education? (Becker, 1988a). Will students get a mixed message that they should compete with their classmates for grades yet cooperate with the world in terms or programs for fighting poverty and pollution? Lastly can global education ever satisfy all the different groups and interests? (Becker, 1988a). These questions raise many issues. Lastly can global education ever satisfy all the different groups and interests? (Becker, 1988a) These questions raise many issues.

Other Barriers to Global Education

These questions bring to light a variety of barriers to global education. These barriers are found in three specific area which include the teacher, the school, and the student.

For most teachers, global education is a relatively new topic. To provide students with a global perspective, one must be well informed. "The resulting teaching of

inaccuracies, myths, and distortions would be detrimental to international understanding and perpetuating the cycle of global ignorance" (Metzger, 1988, p. 13). Even in this technological age, it would be difficult to be truly "up on" all that is occurring in the world. However, access to materials would be very important and a big help in attaining a global perspective. Most global educators believe that a true global perspective should be intertwined in the curriculum and can not be taught separately (Metzget, 1988). This places a serious burden on the teacher because textbooks to date are not globally minded. Supplemental, non-biased material must be found and used. As most teachers have no previous experience in global education, trial and error, unfortunately, would seem to be the bywords.

In terms of teacher techniques, conflict discussion is the key to global education. However, most critics believe that teachers have no training in teaching controversy or how to allow for non-biased question and answer sessions. It is an unfortunate fact that most teachers lecture more that they discuss. "Open discussion and free inquiry" is necessary for global education in the classroom (Metzger, 1988). Hence, a main barrier of global education is the teachers' limitations in terms of general knowledge as well as techniques. This is where teacher education programs come in. However, with global education being relatively new and as far as some are concerned, very vague, it is hard to pinpoint where teacher education programs should go (Bruce, Podemski, and Anderson, 1991). Some believe that having an international exchange program would give the student teacher a more global view (Bruce, et al., 1991). Others believe that requiring a wider variety of social science classes would develop student teachers' interests and breadth of knowledge (Bruce, et al., 1991).

In terms of the second major barrier, the school, with its set rules, can prevent the openness necessary to open discussion. Some critics argue that because of the rigid curriculum and the need for coverage, global education would not get a "fair shake" in

schools. Global education needs cooperation and an open forum where making judgments and analyzing decisions are goals (Hornstein, 1990). The researchers believe that if school reform is a goal, then more teacher input is a requirement. In this way, teachers could replace the stringent school atmosphere with open, cooperative, interdependent groups of students, teachers, and administrators. In essence, this would be practicing globalism by starting at the base level --- the school environment.

The school also plays a major role in terms of curriculum. The curriculum must be changed to reflect interdependency. It is the goal of the researchers to be able to alter the entire social studies curriculum by emphasizing the teaching of a global perspective ultimately in every department in our schools.

Schools must change so that there will be equity for all students. Schools must establish a greater congruence between themselves and their students' homes. Children have a better chance of success in school when such congruence exists. Parent involvement programs help bring academic success to low income and minority students (Banks, 1993).

Schools need to be restructured, but they must set priorities. Because there are so many problems, James Corner's program, Educating Poor Minority Children, stresses the idea that all issues can't be addressed at once. He feels that a first priority is that poor children need to be taught social skills and community bonds that children of the privileged take for granted.

Our future success in restructuring schools also requires that we demystify the interpretation of test scores. The scores of U.S. students are frequently compared to those of students in other countries. This comparison does not take into account the fact that the U.S. educational system is in inclusive one that serves students from many different racial, ethnic, and language groups. Most other countries educate an elite few. For over 150 years, the U.S. has maintained a commitment to public education. Today that

commitment extends to more than 42 million students (Wright, 1993). U.S. test scores reflect the fact that some of those 42 million receive an excellent education while others receive a poor one. Low income students and students of color are disproportionately represented among those who receive a poor education. We need to meet the needs of all our nation's children.

The last major barrier to global education is the student. Torney suggests four types of obstacles to developing a global perspective in students (Torney as cited in Metzger, p. 14). First, in terms of communications students have been inundated with distortions and stereotypes from the media. To break this is difficult at best (p. 14). Teachers must "encourage students to perceive their country as the most dear to them rather than their country as number one" (p. 14). It is suggested that the time to break this attitude is at about age eleven because prior to this age children do not have the cognitive ability to understand (Metzger, 1988). After age fourteen, attitudes are less pliable. Students' patriotic sense gets tied up with their self-esteem, which creates an attitude of superiority of self over the inferiority of others (Metzger, 1988). The last obstacle, "personal barriers" deals with how individuals view their world in either an active or passive state liking either diversity or sameness. Students who prefer sameness will dislike diversity or controversial discussions and desire conformity so activities will have to be planned to foster a global perspective based on individual needs (Metzger, 1988). While other students' confidence will flower and their views will be expanded when discussing and enjoying diversity, some students might feel very ill at ease with all this talk that goes against the "status quo."

Reasearchers know that students learn in different ways and staff development programs are providing opportunities for teachers to learn how to change their teaching styles to meet the various learning modalities of their students. Teachers are also learning more about the multiple perspectives, cultures, values, and home and community

backgrounds their students bring into the classroom. Students' curriculum should reflect what they know and value. Knowledge about the cultural backgrounds of their students can help teachers identify and build on their strength.

Public Research

A variety of studies have been completed in classrooms where global perspective was being taught. These studies indicate what works and what does not work in the classroom to foster globalism. These studies will then be used to help formulate the researchers' ideas on what makes up a global classroom. Overall, a global perspective is considered to be very difficult to analyze quantitatively because "the very topic of global education falls into the category non-disciplines..." (Meyer, 1989, p. 29).

One survey made in 1988 was conducted with the Ontario School System, which had approximately 20,000 secondary students (Meyer, 1989). The major questions included were:

1. Are secondary students enrolled in social science courses more national or global-minded as indicated by their responses to hypothetical issues?
2. Do students' expressions of global-mincledness or national-mindedness depend on the specific issues?
3. Is there a particular demographic profile of the respondents?
4. What are the major predictors of a) national-mindedness and b) global-mindedness? (Meyer, 1989)

The study revealed that global-mindedness depended on the issue or situation, which reiterates the idea that students must be personally touched to become involved. The results concluded that "the major predictors of global-mindedness ap pear to be only two: the female gender and the opportunity within the classroom to discuss global issues" (Meyer, 1989, p. 33) Even with a similar academic and economic background, students in the Omario study were "slightly globally minded (Meyer, 1989, p. 33).

Another study was performed by Glen Blankenship on "Classroom Climate, Global Knowledge, Global Attitudes, and Political Attitudes." Blankenship (1990) in his literature review points to studies by a variety of researchers including Elley, Kehoe, Armstrong, and others (1964, 1980, and 1979 respectively). They all indicated that "global education programs can be effective when courses are specifically designed to improve global attitudes" (Blankenship, 1990, p. 364). What seems to be called for then is a global perspective throughout the social studies curriculum, not just a brief focus on global issues. Also in Blankenship's literature review, he points to a 1970 study L. H. Ehman which surveyed the types of classroom activities conducive to global education. His study analyzed the amount of time spent by teachers and students on making "normative statements" of "right", "wrong", "shoulds", and "oughts" and the discussion of these (Blankenship, 1990, p. 365). The study determined that the "kind of discourse occurring in social studies classroom may be more important for students than the amount of exposure to these classes" (Blankenship, 1990, p. 365). In Ellman's 1969 study, he looked at exposing students to controversial issues in an "intellectually open climate" in an urban integrated school in Detroit, Michigan (Blankenship, 1990, p. 365). The findings of the 334 subjects showed that increasing exposure in an "atmosphere conducive to inquiry and open-mindedness..." brought about favorable trends in political attitudes (Blankenship, 1990, p. 365).

Finally, a 1975 study by Long and Long was found in Blankenship's literature review which studied 588 secondary schools in three Southern Illinois towns. They concluded that:

1. Students indicated a strong preference for emphasis on controversial subject matter.
2. Students expected a teacher's role in controversial discussions to be active (e.g.) providing guidance and encouragement.

3. Students were evenly divided in their preferences for the teacher to express personal opinions (Blankenship, 1990, p. 366).

In Blankenship's own study, he surveyed 202 students to determine if changing the classroom climate could enhance global knowledge and attitudes (Blankenship, 1990, p. 363). He had 4 major hypotheses. They include:

1. Perceptions of an open classroom are positively correlated with global knowledge.
2. Perceptions of an open classroom are positively correlated with global attitudes.
3. Perceptions of an open classroom are positively correlated with political attitudes of efficacy, confidence, and interest.
4. There is no statistical significant correlation between perceptions of an open classroom and political trust (Blankenship, 1990, p. 367).

The students and teachers surveyed were involved in an international studies/world affairs class in a major metropolitan area. He used a global knowledge test to determine existing knowledge and later to check on improvement. He also used a political attitudes questionnaire to determine feelings on general issues of citizenship and involvement (Blankenship, 1990). The results indicate that an open classroom correlated with improved global knowledge, global attitudes, political attitudes, but not political trust. Overall, when more time was spent by students and teachers discussing conflicts and issues, students' attitudes improved and "feelings of efficacy, confidence, and interest rose" (Blankenship, 1990, p. 366). The classroom observations all indicate that a variety of strategies were used with group activities and various supplemental materials such as newspapers, maps, videos, and books (Blankenship, 1990).

There was an agreement among researchers that education should include a global perspective to insure positive exposures to inquiry and open-mindedness. This would

mean that students would know the difference between opinion and perspective, be able to understand current affairs, and participate in multicultural experiences. Researchers stated that students should see the link between themselves and the world and the importance of their decisions. In summary, the majority of researchers concluded that the goal of a global education was to help link past and present knowledge to create a more interdependent world where people can share commonalties and respect differences.

Project Obectives and Process Statement

Analysis of the probable cause data discussed previously suggests the need for intervention to enhance student appreciation, awareness, and acceptance of different cultures that will foster a global perspective in the classroom.

Therefore:

As a result ora program in global awareness, during the period of September 1998 to January 1999, the targeted sixth graders and freshman, sophomores, and juniors will increase their geographic skills, respect each others similarities and differences, and increase knowledge and understanding of world issues, as measured by teacher observation, student and teacher surveys, nationally constructed tests, and student activities.

In order to accomplish the objective, the following processes are necessary:

1. Develop direct instruction activities for learning world geographic skill
2. Develop activities in which students can learn about customs invarious parts of the world
3. Develop lessons about current local and world issues that include guestspeakers, discussions, use of newspapers and technology to gather information
4. Develop projects that will encourage tolerance and an understanding toward the homeless and less fortunate population

Action Plan

Global education is needed to promote the understanding students would need as we are about to enter a new millennium. It was the teacher researchers' belief that

students would become more aware of other cultures, world geography to include the application of the five themes, and social issues. The teacher researchers wanted educators to promote ideas that would lead students to better understand the political, social, and economic complexion of the world. Students should understand the "how and why" - the cause and effect relationships between world events and their dally lives. The goal was to create an open-minded atmosphere where students would use problem solving strategies and inquiry to find solutions to global problems.

This action plan was designed to implement a program for increasing students' awareness of ethnic diversity, tolerance, current events, and a knowledge of geography. These lessons will be taught twice a week for approximately thirty minutes for sixteen weeks.

The implementation of these lessons is presented in an outline form and in chronological order and will be refined as determined by student needs and time allows. Some of the lessons planned will consist of materials created by Teaching Tolerance. Lessons will consist of cooperative group activities as well as individual activities.

Lesson Plan Outline

The communication phase of this action research project will begin in September, 1998.

I. Week 1
- A. Teacher survey
  1. Twenty teachers at Site A and B will be given teacher survey
  2. Objective: Perspective on teachers' opinions on cultural diversity
- B. Student pretest
  1. Abbreviated version of National Council for Geographic Education Competency-Based Geography Test
     a. Geography Skills
     b. Physical Geography
     c. Human Geography
  2. Objective: Students will demonstrate their base. knowledge of geography

II. Week 2

A. Global Awareness Questionnaire II

1. Circle words that students feel describe the world
2. Finish the statement: The world today is ....
3. Pair -share and discuss choices
4. Objective: To see how students perceive the world

B. Students will brainstorm "What is geography?"

1. Categorize and title
2. Web
3. Objective: Working together in a cooperative group and reaching consensus

III. Week 3 and 4

A. Brainstorm and come up with the five themes of geography

1. Location
2. Place
3. Movement
4. Human-environment and interaction
5. Regions

B. Content material will be read and discussed

C. Make a cube to demonstrate how the five themes are applied to a country

D. Objective: To introduce the students to the five themes and provide a paired hands-on experience

E. World Poster #1 from Teaching Tolerance

1. Draw a picture of a world of peace and happiness, and invent some imaginary creatures to put in it
2. Objective: To show that people are more alike than different

IV. Week 5

A. Global Awareness Questionnaire I

1. Attitudinal global awareness handout
2. Objective: To find out how our students get their information about the world, experiences in travel, and how they feel about issues

B. World Poster #2 from TeachingTolerance

1. Make a one world collage by cutting out pictures from magazines, computer generated, newspapers of children from different parts of the world

C. Objective: To review a poem written by a foreign student showing her perspective of a night around the world

V. Weeks 6 - 9

A. Global Notebooks

1. Students will select 2 articles per week
2. Summarize the event
3. Analyze how event affects them, their community, country, and/or world
4. Objective: To see how interdependent our world is by focusing their reviews on what affects them personally, their community, their country and/or world

B. World Poster #3 and 4 from Teaching Tolerance

1. Create a quilt by individual 7 inch squares designed by the students a. peace b. love c. sharing d. hope
2. Objective: To encourage creativity, symbolism, and feelings

At this point in time Site A and Site B will do separate projects as listed below.

Site A: The sixth grade students will do a project that involves the homeless.

VI. Week 10

A. Students will investigate the following problems by using student created questionnaires, the Internet, interviews, and library research.

1. What are the causes of homelessness?
2. How many homeless people are there in our community, state, country?
3. How many homeless people are there on the continents of Europe, North America, South America, and Asia?
4. What are the problems homeless people have to deal with on a daily basis?
5. What things are being done to help the homeless at local, national, and international levels?

B. Objective: To examine the depth of a problem

VII. Week 11

A. Speakers from P.A.D.S. and Creative Empowerment

1. Explanation of organization
2. Questioning

B. Possible visit to a shelter and a visit by a speaker who has first hand experience with homelessness

C. Objectives:

1. To answer any questions that the student still do not have answers for from last week
2. To learn about what is being done to help the homeless

VIII. Weeks 12 - 16

A. Brainstorm what kinds of things we can provide to our local shelter
    1. Personal items
    2. Toiletries
B. Decide how to secure items
    1. Letter writing to solicit items
        a. Manufacturing companies
        b. Hotels
        c. Airlines
    2. Ask friends and families
C. Collect and Package items
D. Delivery of items
E. Objectives
    1. To give students an opportunity to make a difference
    2. To learn to be empathic

Site B: The high school, social studies, Learning Disability classes will be involved in a food drive. Along with this they will do a project on poverty.

VI. Week 10

A. Students will define what poverty is by using the library, Internet, dictionary and base knowledge of what they think it is.
    1. What are minimum needs for people in the U.S. and other countries?
    2. Do all people have refrigerators and indoor plumbing? a. Albania b. Haiti
    3. Do some poor people have better household goods, medical care, and transportation than the wealthy had 200 years ago?
B. Objective: An understanding of what poverty means to different people.

VII. Week 1

A. Programs to help lessen poverty in the world
    1. Food Stamps Programs
    2. Headstart
    3. Low-incomehousing
    4. Urban Renewal
    5. Speaker from Urban Renewal
    6. Speaker on Vocational training
B. Determine the public welfare monthly allowance for a family of four.
    1. List foods that can be a balanced diet, yet inexpensive.(generic vs brand names)
    2 .Prepare a weekly menu
    3. Determine the seriousness in their own community
C. Objective: Recognizing how to help people make ends meet

VIII. Weeks 12-16

A. Brainstorm what kinds of packets would be helpful, listing items
    1. Coupons
    2. Buying "On Sale"
    3. Collecting money and food drive for others less fortunate
B. The effects of poverty
    1. Poor housing
    2. Prone to disease
    3. Less food
    4. Less education vs. Vocational training
    5. Low paying jobs
C. Objective: Learn how to be more conservative and help others who are not as fortunate

Methods of Assessment

Various data collection methods will be used to access the effects of these interventions. The action plan will be evaluated in February, 1997.

To determine the effects of the intervention, teacher records will be kept. These records will include current events logs, student and teacher journals/reflections, and student and teacher surveys. Tests in the content area of geography skills will be developed. Scoring rubrics will be developed, and interviews with students will be held as part of the assessment process.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The ultimate objectives of the interventions addressed the need for students to have a global perspective and to improve students' appreciation, awareness, and acceptance of different cultures and people in our ever changing world. They were to do this through instruction of physical and human geography. The targeted classrooms were comprised of two sixth-grade social studies classes and two special education freshman and sophomore classes. Evidence for the existence of this problem included teacher observations, teacher surveys, student questionnaires, and an abridged geography test of student knowledge.

The implementation of various activities were selected to improve students' knowledge of geography, social issues, and to increase tolerance toward peoples of different cultural backgrounds and circumstances. In order to accomplish the objectives, the following processes were necessary: direct instruction of identified skills, selection and design of activities to apply targeted skills, and process/reflection strategies for transfer.

This project had three major objectives: encourage student appreciation, awareness, and acceptance of different cultures; enhance world geographic skills; and understand the implications of current events on students, their community, and their world. These were taught in a sixteen week time-frame. The two teacher researchers devoted fifty minutes per day five days a week. It was apparent after several week that no deviation from the action plan was necessary.

Teacher input through the use of a survey (Appendix B) was sought. Results established and validated the need for such a project. The process began with the recognition of the need to improve geographic understanding through an abridged version of the National Council for Geographic Education Competency-Based Geography Test Intermediate Level I, II,, III (Appendix C) and a student questionnaire (Appendix E) that asked how the community, country, and world were perceived. After analyzing the collected data it was decided what plan of action would follow. Students would learn more about cultural differences by reading about the differences that exist in the world and the reasons for these differences, and the students would learn about the difficult conditions and rights of the homeless and poor by exposing them to these real issues. The students would increase their geography skills by applying the five themes of geography to lessons and using atlases with map activities. The students would have a better understanding of local, national, and world events through the use of newspapers and the creation of individual global notebooks.

One activity of the geography component was to administer an abridged version of the National Council for Geographic Education Competency-Based Geography Test (Appendix C). From this test the teacher researchers concluded that students lack knowledge of geographic skills, physical geography, and human geography. The first activity the students participated in was a brainstorming session on what geography is and what it means to them. The teacher researchers observed that most students knew that geography had something to do with places, location of familiar areas, and map skills. Many did not include people, environment, and movement as part of geography. Soon after this activity that resulted in students forming a definition of what geography entails, they were taught about the five themes of geography through cooperative learning, pair share, and graphic organizers. At Sites A and B, the classes were assigned a continent. In cooperative groups, they selected a country and created a six sided, three dimensional

shape. On one side, they labeled the country and included the capital. On each of the remaining five sides, they labeled and illustrated how the five themes of geography which are location, place, movement, human-environment interaction, and regions effect the particular country. This activity provided the students with hands-on applied knowledge of the five themes. Students were supplied with globes and atlases in order to locate longitude and latitude lines, bodies of water, and continents. Students learned the importance of time zones, distances, and relationships between places on the earth. After the students completed their five themes of geography cube, they presented their findings to the class. The students were asked to write one fact that they learned from each presentation. The activity was a pair share of these facts. Students were asked to make a list of the top ten most interesting facts. These facts were then displayed in the classroom. This entire project took six days including time spent at home.

Teaching tolerance was the second component the teacher researchers felt was important because tolerance and respect for others were lacking by students at both sites. Several lessons were used to try to improve the attitudes students have about other cultures, religions, races, and universal rights. Materials from the organization, Teaching Tolerance, were used. These included posters, magazines, and lesson plans by grade level. The teacher researchers guided students to become more tolerant through the use of scenarios, collages, drawings, articles, and discussions. One lesson was about peace and happiness. In this lesson the students were asked to write what these words meant and to draw what they looked like. Often students drew doves, olive branches, children holding hands in a circle with the earth in the center to represent peace. To illustrate happiness, the students drew the sun, family, shopping for items they liked, sports figures and activities, and being able to drive (at Site B). The teacher researchers believed that after doing this exercise the students felt that all people are entitled to peace and happiness regardless of race or religion. This was especially true after the students processed this assignment.

Similar assignments followed. The culminating project for teaching tolerance involved making a quilt at each site. At Site A, the students made squares representing the United Nations' Universal Rights of all Human Beings. After watching a video about human rights, each student illustrated one of these rights. The squares were then signed, laminated, and assembled as a quilt. At Site B, the students made a cloth quilt representing black history and slavery. After doing units on African Americans, Africa, and slavery, each student wrote about the impact of these topics on their squares and signed them. The tolerance section was interspersed throughout the sixteen weeks, but between weeks 6 and 9 the classes concentrated on human rights and how these effect tolerance.

In the current events phase of this plan one of the most valued activities was the "Global Notebook". The objective of this lesson was to develop a greater awareness of the interdependence of the world by focusing on local, national, and international issues. The students were asked to select a total of six articles over a six week period. They were asked to summarize the article; tell whether it was a community, state, country or world news item; and explain how it affected them, their community, the country, and/or the world.

The understanding of social issues was handled differently at each of the sites. The students at Site A chose to do an interdisciplinary unit on the plight of the homeless. They had speakers, ran a soup kitchen, learned about nutrition, and budgeting. The students saw videos about how people become homeless and read their stories. They wrote letters to businesses asking for donations which the students then turned over to P.A.D.S. The students at Site B chose to do a unit on poverty. They assembled packets of toiletries, collected money for people in Honduras, collected canned goods for the needy, had a speaker on urban renewal, and learned about vocational training. At both sites, the teacher researchers believed that the students benefited from these more caring life experiences. It

is evident that the students became more conscious of people in need because of their continued discussions and interest long after the organized activities were culminated.

Presentation and Analysis of Results

After all the surveys, instruction, activities, assignments, and projects were finished the National Council for Geographic Education Competency-Based Geography Test Intermediate Level I, II, III was administered.

Table 1.

Summary of Analysis of the National Council for Geographic Education Competency-Based Geography Test Intermediate Level I, II, III.

	GEOGRAPHY SKILLS			
	SITE A		SITE B	
	PRE TEST	POST TEST	PRE TEST	POST TEST
75-100%	19	19	20	14
50-74%	10	10	9	12
25-49%	1	1	1	4
0-24%	0	0	0	0

n = 30 Students

Note: Geography Skills test is a variation of the Physical Geography test.

Table 1 illustrates the results of the Geography Skills Test. At each site, 30 students participated in these tests. The pre test contained the first twelve questions that appeared on the post test. In addition, the post test had fifteen more questions. At Site A, the same number of students scored between 75 and 100%. Conversely the students at Site B, scoring in the 75 to 100% decreased by six when the post test was administered. This could be because of the increased number of questions on the post test. If one looks at the top half the differential is three students. Inspite of showing no gains in test scores, students did seem to learn how to use an atlas and globes as noted by the teacher

researchers' observations. Unfortunately, the time spent on map skills was only done intermittently during the first semester of the school year and only when it was relevant during this sixteen week period.

Table 2.

Summary of Analysis of the National Council for Geographic Education Competency-Based Geography Test Intermediate Level I, II, III.

PHYSICAL GEOGRAPHY

	SITE A		SITE B	
	PRE TEST	POST TEST	PRE TEST	POST TEST
75-100%	6	7	9	9
50-74%	15	20	14	15
25-49%	9	3	7	6
0-24%	0	0	0	0

n = 30 Students

Table 2 shows the results of the Physical Geography Test. The pre test had twelve questions while the post test had twenty-four questions. Thirty students participated in these tests at each site. At Site A, at the 50 to 74% level there were five more students who showed a marked improvement in their score. All five of them came from the third quartile, while a sixth student went from the third quartile to the top quartile. Students at Site B had almost the same percentage of correct answers. Inspite of showing little gains at the upper quartile, students did seem to learn how to read maps. This is evident by how few questions students asked when using atlases according to teacher researchers' observations. This is also attributed to lessons that gave practice in reading and analyzing local, metropolitan, and state, and national maps and symbols.

Table 3.

Summary of Analysis of the National Council for Geographic Education Competency-Based Geography Test Intermediate Level I, II, III.

HUMAN GEOGRAPHY SKILLS

	SITE A		SITE B	
	PRE TEST	POST TEST	PRE TEST	POST TEST
75-100%	5	8	4	10
50-74%	14	18	11	19
25-49%	7	3	10	1
0-24%	4	1	5	0

n = 30 Students

Table 3 shows the results of the Human Geography Test. The pre test had nine questions, and the post test had twenty-two questions. Thirty students at each site participated in these two tests. At both sites, the students scored much better in the post test. At Site A, twenty-six out of thirty students scored in the upper half while only nineteen did so in the pre test. Students at Site B also scored much higher on the post test. There were twenty-nine out of thirty who scored in the upper half. Only half as many scored as well on the pre test. This part of the test dealt with how people traveled and used their environment. Possible reasons for improvement might have come from the kinds of activities done during the first semester. Students had lessons and assignments using many strategies of learning about global interaction and vocabulary. This was accomplished through the assigned textbooks, resources materials, use of the library, and the Internet. Graphs, charts, graphic organizers, guest speakers, and videos were part of the classroom activities. An interdisciplinary unit was implemented at each site. The

students were continually asked to brainstorm, discuss, and problem solve to come up with solutions about local and world concerns.

In the "Global Notebook" activities the students that got the best grades were the ones who had more resources in their homes. These resources included daily newspapers, current events magazines, and the Internet. It was observed that students with more resources had a better understanding and awareness of local, state, and national issues. They were able to process current events more easily. Through brainstorming about articles read and keeping a global notebook almost all of the students had a better idea of the importance of news and world events and how they impact the community and the world collectively. Students who came from homes where newspapers and current events magazines were read stated that news items were discussed around the dinner table far more often than those students who did not have such items available.

When exposed to social issues in the classroom, students seemed to develop a better understanding about the importance of local, state, and national problems. They developed a sensitivity toward people in need. This was evident by the outward show of concern for these people. Students wanted to collect items to pass on to shelters and food to be given to the hungry. This will prepare students to be more respectful to the needs of others as they mature into adulthood. This sensitivity will give the students a greater respect for fellow human beings and a greater concern for current events. This will help to prepare students to be responsible citizens. At both sites, the teacher researchers believed that the students benefited from these more caring life experiences. These experiences and activities should have a positive impact in their future educational endeavors and ongoing life experiences.

The student survey provided the teacher researchers with some knowledge of what the students knew. Some of the questions helped the teacher researchers understand what knowledge their students brought to the classroom. However, other questions had little

relevance to the action plan. For instance, question 10 asked if the United States needed help from other countries in solving the energy crisis. The question should have been rewritten to ask should the United States need help from other countries in dealing with universal rights of people since this was a major component of the action plan.

The teacher survey favored an increase in the teachers' perception of the need for a more global curriculum across content areas. The teachers responded positively to the need for a more diversified school to include a multicultural curriculum and a conscious effort to encourage students to appreciate the various ethnic groups within the school setting.

At Sites A and B, the teacher researchers believed that the students benefited from the more caring life experiences they received from participating in interdisciplinary units on the homeless and poverty. It is evident that the students became more conscious of people in need because of their continued discussions and interest long after the organized activities were culminated. Students also brought articles to school about the homeless after the unit was ended. The teacher researchers felt that this created a link to what was learned in the classroom to the real world.

Conclusions and Recommendations

As a result of the data collected, it appears that the students needed instruction to strengthen geography knowledge and skills, to understand world issues and the implication of current events, and to appreciate cultural differences. In order to fully understand these goals, students need to learn to communicate by sharing facts and opinions, to process ideas, and to problem solve. Although this project did meet with measurable success, it was felt that the time allowed was not sufficient to accomplish the goals to the degree intended. In part, this is because global education is such a broad phenomena, and the teacher researchers should have narrowed the number of objectives. It is the teacher researchers' recommendation that one chooses a geography concentration, a

current events objective, or an issue of tolerance as the focus. To choose more than one or two objectives in a given semester is difficult because of the time constraints. If this program is to be successful as it is written, an entire year of study is recommended. It is also suggested that this curriculum should be included in other content areas such as reading, math, and science. Another suggestion that might help students develop into more globally responsible citizens would be to have an all school program that continually works toward a complete global education for each student and adult in the school district. The school would need to hold staff development on a continuing basis that would educate teachers to look at curriculum from a global perspective. The teacher researchers believe that students would benefit greatly if this could be done.

Given the many opportunities to develop a better understanding of global issues, the students had an improved respect for the cultural differences in their community and the world, were able to communicate with each other, and had a newfound awareness of geography and the application of its five themes. Students were also more tolerant of people who were less fortunate than themselves. This, in particular, was observed by the teacher researchers when students continued to talk about the homeless and the poverty stricken population even after the interdisciplinary units were completed. There was continued sharing of stories, discussion of possible solutions, and acts of compassion for these people. Teachers need to be more involved and play an even greater role in helping students develop each of these skills and attitudes.

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Appendices

Appendix A

September, 1998

Dear Colleagues:

As part of my graduate work at St. Xavier University, I am implementing a project to improve student's awareness of the world and the people who live in it. I am interested in seeing whether creating a global classroom atmosphere will help students view people and issues more objectively and compassionately than students in more traditional social studies classes. As part of my work, I am asking you to complete the attached survey.

Your responses will be held in confidence, and your participation in completing this survey is voluntary.

Please feel free to contact me with any questions or suggestions you might have.

Sincerely,

Classroom teacher

Appendix B
TEACHERS' SURVEY

Please circle one for each question.

1. Is multicultural education a part of my school's curriculum goals?

   Yes No Sometimes I don't know

2. Are the histories, perspectives, and contributions of people of ethnic diversity included in my curriculum?

   Yes No Sometimes I don't know

3. Does the library include books about people of ethnic diversity?

   Yes No Sometimes I don't know

4. Do the teachers in my school have an understanding of the cultures they see represented in their classrooms?

   Yes No Sometimes I don't know

5. Do the teachers in my school make conscious efforts to engage all students in learning activities within the classroom?

   Yes No Sometimes I don't know

6. Do teachers make conscious efforts to give equivalent attention and encouragement to all students?

   Yes No Sometimes I don't know

7. Does my school support staff development programs that help teachers better understand the cultures of their students?

   Yes No Sometimes I don't know

8. Do staff development programs address multicultural education issues?

Yes No Sometimes I don't know

9. Do teachers use methodology that fosters integration (e.g., cooperative learning)?

Yes No Sometimes I don't know

10. Does my school have philosophy and mission statements that refer to cultural pluralism as an educational goal?

Yes No Sometimes I don't know

11. Does my school have official policies stating that racism will not be tolerated?

Yes No Sometimes I don't know

12. Are students from a variety of ethnic groups in my school recognized with awards and honors?

Yes No Sometimes I don't know

13. Does the ethnic composition of the school board reflect that of my school's student population?

Yes No Sometimes I don't know

14. Do my school's rules and policies accommodate the cultures of the students?

Yes No Sometimes I don't know

15. Do school calendars accommodate cultural differences?

Yes No Sometimes I don't know

16. Does the staff of my school reflect the cultural diversity of the student population?

Yes No Sometimes I don't know

17 Does my school provide special encouragement for its students of ethnic diversity?

Yes No Sometimes I don't know

18 Does my school's parent organization work with multicultural educational goals in mind?

Yes No Sometimes I don't know

19 Are members, (C.P.T.), representative of the cultural diversity of my school?

Yes No Sometimes I don't know

20. Are students of ethnic diversity encouraged to participate in extracurricular activities?

Yes No Sometimes I don't know

Site A

Number of Teacher Responses in Each Category on Teacher Survey

Question	Yes	No	Sometimes	I don't know
1. Is multicultural education a part of my school's curriculum goals?	6	1	11	2
2. Are the histories, perspectives, and contributions of people of ethnic diversity included in my curriculum?	7	2	11	0
3. Does the library include books about people of ethnic diversity?	20	0	0	0
4. Do the teachers in my school have an understanding of the cultures they see represented in their classrooms?	2	3	13	2
5 Do the teachers in my school make conscious efforts to engage all students in learning activities within the classroom?	10	0	9	1
6. Do teachers make conscious efforts to give equivalent attention and encouragement to all students?	14	2	3	1
7. Does my school support staff development programs that help teachers better understand the cultures of their students?	7	8	5	0
8. Do staff development programs address multicultural education issues?	1	10	9	0
9. Do teachers use methodology that fosters integration (e.g., cooperative learning)?	8	1	11	0
10. Does my school have philosophy and mission statements that refer to cultural pluralism as an educational goal?	10	3	0	7
11. Does my school have official policies stating that racism will not tolerated?	12	4	0	4

	Yes	No	Sometimes	I don't know
12. Are students from a variety of ethnic groups in my school recognized with awards and honors?	13	1	6	0
13. Does the ethnic composition of the school board reflect that of my school's student population?	0	17	1	2
14. Do my school's rules and policies accommodate the cultures of the students?	9	2	8	1
15. Do school calendars accommodate cultural differences?	6	2	12	0
16. Does the staff of my school reflect the cultural diversity of the student population?	2	14	4	0
17. Does my school provide special encouragement for its students of ethnic diversity?	6	3	10	1
18. Does my school's parent organization work with multicultural educational goals in mind?	0	5	4	11
19. Are members (C.P.T.), representative of the cultural diversity of my school?	0	8	0	12
20. Are students of ethnic diversity encouraged to participate in extracurricular activities?	18	0	1	1

Site B

Number of Teacher Responses in Each Category on Teacher Survey

Question	Yes	No	Sometimes	I don't know
1. Is multicultural education a part of my school's curriculum goals?	13	0	7	0
2. Are the histories, perspectives, and contributions of people of ethnic diversity included in my curriculum?	12	0	8	0
3. Does the library include books about people of ethnic diversity?	20	0	0	0
4. Do the teachers in my school have an understanding of the cultures they see represented in their classrooms?	9	0	10	1
5 Do the teachers in my school make conscious efforts to engage all students in learning activities within the classroom?	9	0	9	3
6. Do teachers make conscious efforts to give equivalent attention and encouragement to all students?	9	1	6	4
7. Does my school support staff development programs that help teachers better understand the cultures of their students?	7	0	13	0
8. Do staff development programs address multicultural education issues?	3	4	13	0
9. Do teachers use methodology that fosters integration (e.g., cooperative learning)?	5	1	13	1
10. Does my school have philosophy and mission statements that refer to cultural pluralism as an educational goal?	12	5	1	2
11. Does my school have official policies stating that racism will not tolerated?	14	4	0	2

	Yes	No	Sometimes	I don't know
12. Are students from a variety of ethnic groups in my school recognized with awards and honors?	15	0	5	0
13. Does the ethnic composition of the school board reflect that of my school's student population?	14	6	0	0
14. Do my school's rules and policies accommodate the cultures of the students?	12	1	5	1
15. Do school calendars accommodate cultural differences?	5	3	12	0
16. Does the staff of my school reflect the cultural diversity of the student population?	13	3	4	0
17. Does my school provide special encouragement for its students of ethnic diversity?	10	4	5	1
18. Does my school's parent organization work with multicultural educational goals in mind?	3	3	9	5
19. Are members (C.P.T.), representative of the cultural diversity of my school?	8	1	3	8
20. Are students of ethnic diversity encouraged to participate in extracurricular activities?	17	0	3	0

Appendix C

At the beginning of the action research project the test that wasto be administered was an abridge version of the standardized test titled The National Council for Geographic Education Competency Based Geography Test - Intermediate Level. The students were given questions 1 through 12 in Geography Skills - Part 1 first. Next in Part 2 titled Physical Geography, the students were asked to do questions 1 through 12 also. The third part titled Human Geography, the students answered questions 1 through 9. This test was administer as a pre test to the teaching of geography to students at the two sites used in this study.

The complete test can be obtain through the Central Office of the National Council for Geographic Education at Illinois State University Press, General Service Building, Illinois State University, Normal, Illinois 61761.

Appendix D

At the conclusion of the study the test that was administered was the standardized test titled The National Council for Geographic Education Competency Based Geography Test - Intermediate Level.

The complete test can be obtain through the Central Office of the National Council for Geographic Education at Illinois State University Press, General Service Building, Illinois State University, Normal, Illinois 61761.

Name:_____

Date:_____

Global Awareness Questionnaire

Please circle one number on each scale which indicates how strongly you agree or disagree with each statement.

EXAMPLE: School is the best place to be.
strongly agree 1 2 3 4 5 strongly disagree
(If you strongly agree, circle #1)

1. The best place for American products is right here at home.
strongly agree 1 2 3 4 5 strongly disagree

2. America controls the world.
strongly agree 1 2 3 4 5 strongly disagree

3. I cannot help solve any of the problems in the world.
strongly agree 1 2 3 4 5 strongly disagree

4. The United Nations is taking away our rights.
strongly agree 1 2 3 4 5 strongly disagree

5. Many people from different cultures make the United States a better place to live.
strongly agree 1 2 3 4 5 strongly disagree

6. Most countries we give money to turn around and give us a hard time.
strongly agree 1 2 3 4 5 strongly disagree

7. War is sometimes the best policy.
strongly agree 1 2 3 4 5 strongly disagree

8. I think it is important to know about other countries and what is going on in the world.
strongly agree 1 2 3 4 5 strongly disagree

9. A world government is an answer to all our problems.
strongly agree 1 2 3 4 5 strongly disagree

10. The United States needs help from other countries to solve the energy crisis.
strongly agree 1 2 3 4 5 strongly disagree

Have you traveled alone or with your family?
_____YES _____NO

In the U.S. _____YES _____NO

Have you traveled alone or with your family?

Outside the U.S. _____YES _____NO

How do you get your information about the world?

Newspapers_____ TV_____

Magazines_____ Parents_____

Radio_____ Teachers_____

Friends_____ Relatives_____

Computers (Internet)_____

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